ON THE TERMINOLOGY OF GRAMMAR

BEING THE

REPORT OF THE JOINT COMMITTEE ON GRAMMATICAL TERMINOLOGY

REVISED 1911
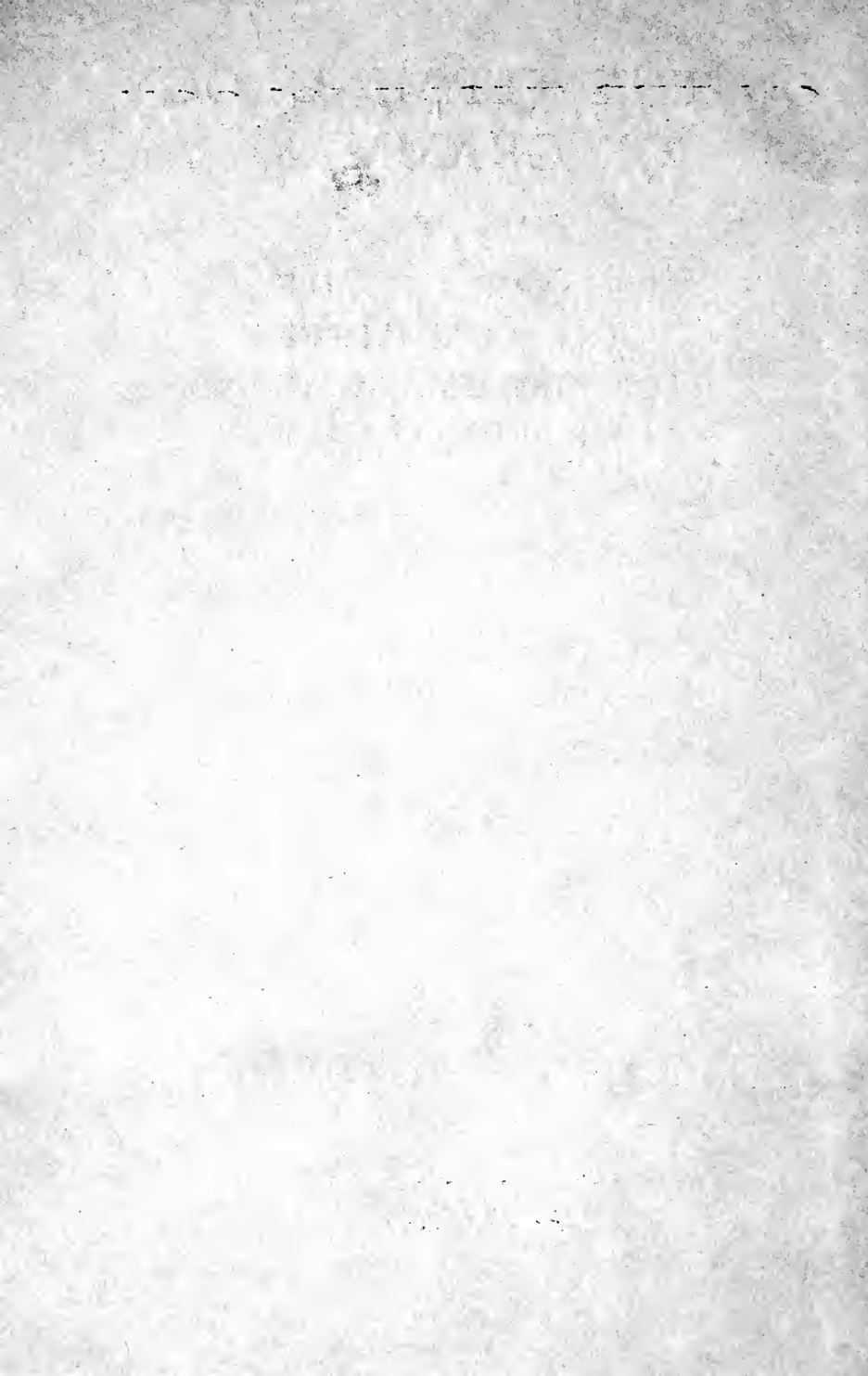
THIRD IMPRESSION

LONDON
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REPORT OF THE JOINT COMMITTEE ON GRAMMATICAL TERMINOLOGY

*Being a revised and extended issue of the Interim Report
presented in December* 1909

INTRODUCTION

A PROPOSAL for the simplification and unification of the ter-
minologies and classifications employed in the grammars of
different languages was mooted at the Birmingham meeting
of the Classical Association on October 10, 1908 [1] ; and in
December of the same year the Council took steps to invite
other Associations to join in the movement. Early in 1909 a
Joint Committee was constituted, consisting of representa-
tives elected by eight Associations—The Classical Association,
The Modern Language Association, The English Associa·
tion, The Incorporated Association of Headmasters, The
Association of Headmistresses, The Incorporated Association
of Assistant Masters in Secondary Schools, The Incorporated
Association of Assistant Mistresses in Public Secondary
Schools, The Association of Preparatory Schools. To the
twenty-one members of the Committee thus appointed two
members were added by co-optation—Dr. Henry Bradley
and Miss Edith Hastings. Two honorary correspondents
were also appointed—Prof. F. Brunot of the Sorbonne, and
Geheimer Oberregierungsrat Dr. Karl Reinhardt of the Berlin
Education Office. In November 1909 Mr. L. von Glehn took
the place of Dr. Spencer as a representative of The Modern

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[1] See *Proceedings of the Classical Association* for 1908, p. 83 ; and
addresses on *The Teaching of Languages* delivered to the North of
England Educational Conference, January 8, 1909, and on *Simplifica-
tion and Uniformity in Grammatical Terminology*, delivered at the
annual meeting of the Incorporated Association of Headmasters,
January 13, 1909, by Professor Sonnenschein.

Language Association ; and at the beginning of 1910 Dr. Boas and Mr. Thomas succeeded Dr. Gow and Miss Dingwall as representatives of The English Association.   In 1910 a second representative of The Association of Preparatory Schools was added to the Committee, making its total number twenty-four.

At the first meeting of the Committee Professor Sonnenschein was elected Chairman, and Professor Conway Honorary Secretary.   Professor Rippmann was subsequently appointed Honorary Treasurer ; and Mr. Milner-Barry, Honorary Secretary of the Enquiries Sub-Committee.   At the end of 1909 Professor Conway resigned the Secretaryship through pressure of other work, and Mr. W. E. P. Pantin was appointed in his place.

The movement seems to have been well timed.   The Committee has received unmistakable evidence that many teachers feel that a reform of this kind is needed.   The principle has been cordially approved by a large number of individual correspondents, and by the leading educational journals.   Unnecessary perplexities and difficulties at present confront pupils studying several different languages at the same time, and the teacher of one language frequently undoes the work accomplished by the teacher of another.

Moreover the Committee has learnt with interest of the existence of an important movement for the reform of grammatical terminology in France.   The report of a French Commission, signed by Prof. Brunot and M. Maquet, was submitted to the Ministry of Public Instruction in 1909, and taken into consideration by a Committee of the *Conseil Supérieur*.   By the courtesy of M. Liard, Vice-Rector of the University of Paris, and the kind offices of the Director of Special Enquiries and Reports of the Board of Education, this report was communicated to the Joint Committee in February of the present year, with an intimation that any comments on it which the Joint Committee might desire to make would be welcomed.   The report of the French Commission was therefore taken into consideration, and comments on it were forwarded to M. Liard through the Director of Special Enquiries in June.   In July the Ministry took action by issuing an *Arrêté* (dated July 25, 1910), containing an official scheme of grammatical terminology.[1]   No knowledge

[1] This scheme of terminology will be referred to below under its title of *Nomenclature Grammaticale*.

of grammatical terminology beyond that indicated in this *Arrêté* is to be required at any examination of elementary schools or for the certification of teachers for such schools, or at any examination of secondary schools up to and including that which marks the end of the secondary school course. This scheme, like the report of the Commission which preceded it, deals with the terminology of French grammar only. But the Joint Committee has found it of great service as showing what terms of French grammar will be recognized in France hereafter ; and it has influenced the Joint Committee in its choice of some of the terms to be recommended for use in this country (see especially Rec. IX, Note 1, and Rec. XL, p. 30).

In America too a need for the simplification of grammatical terminology seems to be felt.[1] The Classical Association of New England has adopted the following resolution and communicated it officially to the Joint Committee—" That the Executive Committee be instructed to signify to the Joint Committee on Grammatical Terminology recently formed in England the interest of this Association in their work ; and to request that the grammars used in America be taken into account, to the end that the results of their deliberations may be available in this country." Communications have also been received from Continental scholars suggesting an international congress on the subject ; and the Committee hopes that, when the time is ripe and the ground has been prepared in the several countries concerned, an international congress may be arranged. At the same time the Committee is of opinion that such a conference should be preceded by full discussion in each of the countries separately, and that in each country the mother-tongue should form the basis of the grammatical scheme to be constructed.

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[1] " Surely nowhere under heaven can there be a land in which there is greater confusion in grammatical terminology or greater failure on the part of boys and girls to master the grammar of any single language, even their own." Professor John C. Kirtland, in *The Classical Weekly* (New York), May 22, 1909.—" It [*i.e.* a unified scheme of terminology] seems to me to promise an immense gain in the effectiveness and economy of our work in English Grammar." Jessie Frances Smith, Head of the English Department in the Wadleigh High School, New York (*Educational Review*, Rahway, N.J., and New York, Oct. 1910).

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At a preliminary meeting of the Joint Committee held in London on Feb. 27, 1909, it was resolved to make the project known as widely as possible, and to invite the co-operation of the general body of teachers of languages in this country. A circular letter was therefore issued on March 8 to all the members of the eight Associations represented on the Committee. This circular stated the object of the Committee to be "to consider the terminology used in teaching the languages, ancient and modern, including English, commonly studied in English schools, in the hope of framing some simplified and consistent scheme of grammatical nomenclature, tending in the direction of uniformity for all the languages concerned." It seemed well to ascertain at the outset what points of current terminology were found, in actual practice, to be causing error, confusion, or other difficulty in the minds of English pupils of any age. Teachers were therefore asked to inform the Committee what terms used in modern text-books they had found unserviceable or less serviceable than others used to denote the same thing. In reply to this enquiry over a hundred answers, some of them very full, were received, and the Committee found them of great value, especially in determining the points on which reform is most urgently and most generally desired.

The result of the Committee's deliberations has been to confirm its belief in the possibility and the desirability of the reform contemplated. It was found that, although differences of opinion manifested themselves on particular points of grammatical doctrine, there was on the whole a large amount of agreement on fundamental matters ; nor did any cleavage arise between teachers of ancient languages on the one hand and teachers of modern languages on the other. Most of the resolutions of the Committee have been reached either unanimously or by substantial majorities.

With a view to facilitating the use of the terminology herein proposed, the Committee has thought it well to suggest in the case of each of the English terms recommended a corresponding German and French term, for the use of teachers in this country who employ these languages in their grammatical teaching.

At the close of the year 1909 the Committee presented an Interim Report containing the conclusions which it had

reached up to that time. This Interim Report was discussed by nearly all the Associations represented on the Committee at their General Meetings of the year 1910, and the reception which it met with was in all cases favourable and in some particularly cordial. Certain sections, however, of the Report were criticized and referred to the Committee for further consideration. These criticisms were, as might have been expected, not entirely consistent with one another. What one Association disapproved was in some cases warmly approved by another Association. Nevertheless there were several sections which did not commend themselves to a considerable number of the Associations ; and these are now presented in an amended form, in order to meet the views of as many teachers as possible. But all suggestions received, whether from Associations or from individual scholars and teachers who have favoured the Committee with an expression of their views, have been very carefully considered by the Committee, and the present Report contains amendments of detail in many places. At the same time the Committee has not seen reason to depart from its main principles as to what will prove most serviceable to the cause of sound grammatical teaching in the country. It is the hope of the Committee that the terminology suggested in the present Report will be widely adopted, by teachers, by writers of school books, and by examining bodies, as a standard terminology for the fundamental facts of grammar. The Committee, however, recognizes that, in dealing with special points of grammar which arise in connexion with more advanced work, teachers and writers of text-books will find it necessary to supplement this standard terminology by additional terms not inconsistent with those here presented. *On the other hand, it will readily be understood that the very scope of the Committee's work has made it necessary to recommend some terms the use of which the Committee would deprecate in the early stages of learning a language, as expressing distinctions which belong to a comparatively advanced stage of learning.*

The Report was presented to the Associations represented on the Committee in December 1910, and received with general approval. The present issue contains a few modifications, based on suggestions received from the Associations.

There have been altogether twenty-six meetings of the Committee, nine in 1909, fifteen in 1910, and two in 1911, lasting on an average $3\frac{1}{4}$ hours each ; and also many meetings of sub-committees.

RECOMMENDATIONS

The corresponding German and French terms are given after each of the recommendations.

I. That the first stage in the analysis of a sentence be to divide it into two parts, to be called the *Subject* and the *Predicate*, the *Subject* being the group of words or the single word which denotes the person or thing of which the Predicate is said, and the *Predicate* being all that is said of the person or thing denoted by the Subject.

Terms of Analysis.

| *Subject* | *Subjekt* | *Sujet* |
| *Predicate* | *Prädikat* | *Prédicat* |

In the following examples the Predicate is distinguished from the Subject by heavy type :—

The merciful man **is merciful to his beast.**
Uneasy lies the head that wears a crown.
How sweet the moonlight **sleeps upon this bank !**
Long live the King !
Hätte ich es doch nicht **gesagt!**
Quid mihi Celsus **agit ?**
Cinq étrangers sur dix **savent notre langue.**
Τίς **ἀγορεύειν βούλεται ;**

NOTE 1.—Where the Subject consists of several words, the Noun or Noun Equivalent around which the other words are grouped may, when necessary, be distinguished as the *Subject Word*.

NOTE 2.—In a normal sentence the Subject and the Predicate are fully expressed, but there are instances in which either the one or the other is only implied, wholly or in part.

Examples :—
Come [you] here.—[I] **thank you.**—**What a beautiful night** [it is] !
Diesen Kuss [gebe ich] der ganzen **Welt.**
Nugas [agis].
[Jevous demande] mille **pardons.**
Αἰδώς [ἔστω σοι or ὑμῖν].—Μορμώ · δάκνει ἵππος.

II. That the part of the Predicate which indicates

(a) <u>what</u> the person or thing denoted by the Subject is declared to be, become, be named, or seem

(b) <u>what</u> the person or thing denoted by the Object (see Rec. IV) is declared to be made or named

be called the *Predicative Adjective, Predicative Noun,* or *Predicative Pronoun*; and that the same terms be applied to Adjectives, Nouns and Pronouns similarly used in connexion with other Verbs than those mentioned above.

<p align="center">*Predicative   Prädikativ   Prédicatif*</p>

The term 'predicative' is also applicable to Equivalents of Adjectives and Nouns used predicatively (Recommendation V).

Examples :—

(a) He is happy.—He was made happy.—I will live a bachelor.
Thou art the man.—Are you not he ?
The ring is of great value.
Der Himmel wurde grau.
Haec insula vocatur Mona.—Nudus ara, sere nudus.
Vous êtes studieuses, mesdemoiselles.—C'est moi.
Πολλῶν ὁ καιρὸς γίγνεται διδάσκαλος.—Χαλεπὰ τὰ καλά.—Φαίνεται προδοὺς τὴν πόλιν.—Ὁ ποταμὸς ῥεῖ μέγας.—Πρῶτος προσβάλλει.

(b) It made him happy.—They brought him home dead.
Man heisst den Löwen den König der Tiere.
Hanc insulam Monam vocant.—Caesar Helvetios primos debellavit.
On l'a élu roi.
Νόμιζ᾽ ἀδελφοὺς τοὺς ἀληθινοὺς φίλους.—Ἔλαβε τοῦτο δῶρον.

NOTE 1.—Predicative Adjectives, Nouns, and Pronouns always express some part of the Predicate, but they differ widely from one another in regard to the proportion which that part bears to the part expressed by the Verb. Thus : (1) He is happy, (2) He became happy, (3) He looked happy, (4) He went to bed happy.

NOTE 2.—The terms 'copulative' and 'factitive,' as applied to some of the Verbs employed in sentences of the above classes (a and b respectively), should be abandoned as unnecessary.

NOTE 3.—The term 'proleptic,' though useful to describe the Adjective in instances like "Ere humane statute purged the *gentle* weal " (Shakespeare, *Macbeth*, III. iv. 76), " *Rubra*

deterges volnera mappa " (Juvenal, *Satire* V. 27), Τῶν σῶν ἀδέρκτων ὀμμάτων τητώμενος (Sophocles, *Oed. Col.* 1200), should not be applied to the Adjective or Noun in sentences of the classes referred to in Recommendation II above, *e.g.* (*a*) *Fortis* Etruria crevit, (*b*) *Quadrifidam* quercum scindebat.

III.   That the term *Epithet* be used to distinguish Adjectives and Nouns which are not predicative.

Epithet	*Epithet* or *Beifügung*	*Epithète*

Examples :—

the happy warrior
der fliegende Holländer
populus Romanus ⎬ (Epithet Adjectives)
la Rome moderne
ἄνδρες 'Αθηναῖοι

the County Council, London streets
a dancing master
Gebrüder Braun ⎬ (Epithet Nouns)
regina pecunia
Maison Hachette
ἄνδρες δικασταί

NOTE 1.—The term ' Epithet ' has been preferred to ' Attribute ' as the description of non-predicative Adjectives and Nouns in order to avoid confusion with the French term ' Attribut,' which is used to denote the Predicative Adjective or Noun in the official French scheme of terminology (1910), where also the term ' Epithète ' is employed as above. See *Nomenclature Grammaticale*, p. 4.

NOTE 2.—The term *Apposition* may be applied to examples like " Peter *the Hermit* " ; " Zu Dionys, *dem Tyrannen*, schlich Möros " ; " The fact *that he was there* (VIII) is undoubted " ; " He killed all his prisoners—*a barbarous and impolitic act*."

IV.   That the term *Object* be used to denote the Noun or Noun Equivalent governed by a Verb.

Object	*Objekt*	*Objet*

Examples :—

I have finished **my course.**
Sie hat **einen andern** erwählt.
Gorgias **adulescentes** docebat.
Je **les** connais.
Ελεγον **τάδε.**

Gedenke meiner. (Genitive Object)
Credo tibi. (Dative Object)
Victoria uti nescis. (Ablative Object)
Μαντικῇ οὐ πείθομαι. (Dative Object)
I wish to learn. Discere cupio. (Infinitive as Object)
He asked me many questions. ⎫
Er lehrte mich die deutsche Sprache. ⎪
Illud te rogo.   ⎬ (Two Objects)
Gorgias adulescentes dicere docebat. ⎪
Βασιλεὺς ὑμᾶς τὰ ὅπλα ἀπαιτεῖ.   ⎭

NOTE 1.—In such sentences as " He gave me a book,"
" Pecuniam tibi credidi," the words *me* and *tibi* may be
called the *Indirect Object*.

NOTE 2.—Although in such examples as those quoted
above the Infinitive is clearly an Object, it is impossible to
draw the line between these uses and those in which the
Infinitive has a more or less marked adverbial character,
e.g. " Possum *dicere*," " Multa habeo *dicere*," " Gaudeo
videre."

NOTE 3.—The Committee recommends the term *Retained
Accusative* for use in sentences which are passive inversions of
such active constructions as " He asked me many questions,"
" They awarded him the prize."

    Examples :—

I was asked many questions.   ⎫
He was awarded the prize.   ⎪
Doctus iter melius.   ⎬ (Retained Accusatives)
Ξενοφῶν ἐπετράπη τὴν ἀρχήν.   ⎭

V. That any group of words or single word which (not
being an Adjective) is used either predicatively or as an
epithet qualifying any Noun in the sentence be called an
Adjective Equivalent or be said to be *used adjectivally* ; and
that any group of words or single word which (not being an
Adverb) is used to qualify any Verb, Adjective, or Adverb
in the sentence be called an *Adverb Equivalent* or be said to
be *used adverbially*.

Examples :—

(*a*) Adjective Equivalents :—
  The man in the moon.—A ring of great value.
  Sei guten Muts.
  Regina pecunia.
  Elle était joyeuse, riant toujours et à tous.
  Οἱ νῦν ἄνθρωποι.

(*b*) Adverb Equivalents :—
  Come unto these yellow sands.
  Hörst du's klingen mächtigen Rufes ?
  His rebus gestis, domum rediit.
  Il demeure a Rome.
  Ἀθήνησιν (or ἐν Ἀθήναις) οἰκεῖ.—Ὅταν ἔλθῃς, ἐρῶ.

VI. (*a*) That sentences containing only one predication be called *Simple*.

(*b*) That sentences containing one main predication and one or more subordinate predications be called *Complex*.

Sentence	*Satz*	*Proposition*
Simple Sentence	*Einfacher Satz*	*Proposition Simple*
Complex Sentence	*Zusammengesetzter Satz*	*Proposition Complexe*

Examples :—

(*a*) The quality of mercy is not strained.
  Wer reitet so spät durch Nacht und Wind ?
  Dic, M. Tulli.   (Simple Sentences)
  La haine est la colère des faibles.
  Πάντα ῥεῖ.

(*b*) He jests at scars that never felt a wound.
  Wer nie sein Brot mit Tränen ass . . .
    Der kennt euch nicht, ihr himmlischen Mächte.   (Complex
  Dic mihi quid feceris.   Sentences)
  Quand il reviendra, je le lui dirai.
  Ἐὰν τοῦτο πράξῃ, κολασθήσεται.

VII. That the terms *Double* or *Multiple* be used to describe any Sentence or any member of a Sentence which consists of two or more coordinate parts.

Double	*Doppelt*	*Double*
Double Sentence	*Doppelsatz*	*Proposition Double*
Double Subject	*Doppeltes Subjekt*	*Sujet Double*
etc.	etc.	etc.
Multiple	*Vielfach*	*Multiple*
Coordinate	*Beigeordnet*	*Coordonné*

The adoption of this recommendation renders unnecessary the term 'Compound Sentence,' which is ambiguous, being often used to denote what is called a Complex Sentence above, VI (*b*).

Examples :—

God made the country and man made the town.	
The tale is long, nor have I heard it out.	
Words are like leaves; and where they most abound	(Double Sentence)
Much fruit of sense beneath is rarely found.	

The buyer and the seller came to an understanding.	
Der Kaiser und sein Feldherr entzweiten sich.	(Double Subject)
Ἡδονὴ καὶ λύπη ἐν τῇ πόλει βασιλεύσετον.	

Conticuere omnes intentique ora tenebant. (Double Predicate)

	entra dans la maison,	
	se débarrassa de son sabre,	
Après quoi, Jean	remplaça son képi par un vieux chapeau	(Multiple Predicate)
	et s'en alla retrouver le curé.	

Il reprit et continua sa vie d'autrefois. (Double Verb)

Lifeless but beautiful he lay.	
Golden und rosig wehen	(Double Predicative Adjective)
Die Wolken drüber her.	

| Die Rose, die Lilie, die Taube, die Sonne, | |
| Die lieb' ich einst alle in Liebeswonne. | (Multiple Object) |

VIII. That a part of a sentence equivalent to a Noun, Adjective, or Adverb, and having a Subject and a Predicate of its own, be called a *Subordinate Clause* (*Noun Clause, Adjective Clause,* or *Adverb Clause*).

Subordinate Clause	*Nebensatz*	*Proposition Subordonnée*
Noun Clause	*Substantivsatz*	*Proposition Substantive*
Adjective Clause	*Adjektivsatz*	*Proposition Adjective*
Adverb Clause	*Adverbialsatz*	*Proposition Adverbiale*

Examples :—

That you have wronged me doth appear in this.	
The proposal that he should be appointed was dropped.	
Tell me where is fancy bred.	
Tu ne quaesieris (scire nefas) quem mihi, quem tibi, finem di dederint.	(Noun Clauses)
Hac re homines bestiis praestant quod loqui possunt.	
Je crois qu'il vient.	
Τῷ φθόνῳ τοῦτο μόνον ἀγαθὸν πρόσεστι, ὅτι μέγιστον κακὸν τοῖς ἔχουσίν ἐστιν.	

I wandered lonely as a cloud
   That floats on high o'er vales and hills. (Adjective Clause)

Mancher wäre kein Bösewicht geworden, wenn man ihn nicht dafür gehalten hätte. (Adverb Clause)
**

NOTE 1.—The Committee expresses no opinion as to whether the term *Clause* should or should not be applied to the Accusative with the Infinitive, and to the participial constructions found in Latin as the Ablative Absolute, in Greek as the Genitive Absolute, and in Old English as the Dative Absolute.

NOTE 2.—In regard to the part of a complex sentence which is not subordinate the Committee recommends that in cases where it contains a Subject and a Predicate of its own it be called the *Main Clause*; but that where it does not, it be called the *Main Predicate* or the *Main Verb*, as the case may require.

Examples :—

If (When) you call me, I will come. (Main Clause)
That he has gone is clear. (Main Predicate)
That you are right implies that I am wrong. (Main Verb)

Main Clause	*Hauptsatz*	*Proposition Principale*
Main Predicate	*Hauptprädikat*	*Prédicat Principal*
Main Verb	*Hauptverb*	*Verbe Principal*

IX.   That a part of a Sentence consisting of a group of words equivalent to a Noun, Adjective, or Adverb, but not having a Subject and a Predicate of its own, be called a *Noun Phrase, Adjective Phrase,* or *Adverb Phrase.*

| *Phrase* | *Ausdruck* | *Locution* |

Examples :—

I stood on the bridge at midnight. (Adverb Phrases)
The clock on the bridge struck the hour. (Adjective Phrase)
Ein Jüngling von edlem Gefühle. (Adjective Phrase)
Mens alitur oratoribus poetisque legendis. (Adverb Phrase)
Tanta in tanto viro vitia referre pudet. (Adjective Phrase)
Un bateau à vapeur. (Adjective Phrase)
Οἱ στρατιῶται οἱ ἐν τῇ πόλει.   (Adjective Phrase)
Ἐκρατεῖτε ἐκ τοῦ προσέχειν τοῖς πράγμασι τὸν νοῦν.   (Noun Phrase)

NOTE 1.—The difficulty felt by the Committee in recommending the term ' Phrase ' in this sense (see Interim Report, p. 9) has now been removed by the action of the French Ministry of Public Instruction, which has adopted the term ' Proposition ' (not ' Phrase ') for use in France in the sense

of ' Sentence ' and ' Clause.' See *Nomenclature Grammaticale,* 1910, p. 4, and compare Recommendations VI and VIII above.

NOTE 2.—For the nomenclature of expressions like ' because of,' ' as to,' ' in case,' ' in order that,' see Recommendation XXXIII.

X.   That sentences be classified as follows in all the five languages :—

(a) STATEMENTS (corresponding to logical judgments) :
e.g. " It is so," " I speak the truth."

(b) QUESTIONS (the interrogative forms of statements, in some cases mere inversions of them or differing only in tone of voice) :
e.g. " Is it so ? "   " What is it ? "   " You think so ? "

(c) DESIRES, including Commands, Requests, Entreaties, Wishes :
e.g. " So be it," " Speak the truth," " Tell me not in mournful numbers," " Ruin seize thee, ruthless king," " May your shadow never grow less."
The term ' Desire ' is here used in a technical sense (= Expression of desire).

NOTE.—EXCLAMATIONS such as the following are a fourth class of sentence, always distinct in meaning and intonation and to a great extent also in form (including order of words) from both Statements and Questions ; but they do not stand on the same level of importance as the three kinds of sentence enumerated above :—

" How true it is ! "   " How true ! "
" Welch eine Wendung durch Gottes Sendung ! "
" Quam pulcher est ! "   " Ut perii ! ut me malus abstulit error ! "
" Qu'il est riche ! "   " Que de fleurs ! "
Ὡς καλῶς εἶπας. Οἷα πείσομαι κακά. (Contrast Questions with πῶς, ποῖος, etc.)

The term ' Exclamation ' has wider uses ; but it is here applied to a limited class of sentences, viz. those introduced by Pronouns, Adjectives or Adverbs which in other contexts are either interrogative (*e.g.* ' how ') or relative (*e.g.* ὡς), but are here exclamatory.

Statement	*Aussage*	*Déclaration*
Question	*Frage*	*Question*
Desire	*Begehrung*	*Prière*
Exclamation	*Ausruf*	*Exclamation*

XI.   That Noun Clauses be classified on the same principle as non-dependent Sentences (Recommendation X) in all the five languages, and that the classes be called—

(*a*) DEPENDENT STATEMENTS :

e.g. " I think *it is so*," " I hope *that he will come*," " He thought *that it was so*."

" *That you have wronged me* doth appear in this."

(*b*) DEPENDENT QUESTIONS :

e.g. " Tell me *what it is*," " They asked *what it was*."

(*c*) DEPENDENT DESIRES (Commands, Requests, Entreaties, Wishes) :

e.g. " I demand (require, desire) *that this be done*," " They demanded *that it should be done*."

" Mind *you speak the truth*," " Oro *facias*," " Hortabantur *veniremus*," " Impero *ut fiat*." " I wish *I were dead* " (" I have the wish : *were I dead !* "), " Vellem *adesset*." Βούλει λάβωμαι; Ὅρα μὴ πέσῃς.

NOTE 1.—DEPENDENT EXCLAMATIONS stand in the same relation to the other forms of Dependent Speech as Exclamations to the other forms of non-dependent Sentences (X) :

e.g. " See *how they run*," " Vides *ut alta stet nive candidum Soracte*," " Mirum *quantum illi viro fides fuerit*," " Vous voyez *comme il travaille* " (contrast *comment* in questions), Ἐθαύμασα ὡς εὐμενῶς τὸν λόγον ἀπεδέξατο.

| *Dependent* | *Abhängig* | *Dépendant* |

NOTE 2.—The term ' dependent ' as here used is not coextensive with ' subordinate ' (see Recommendation VIII) : it denotes the subdivisions of one particular kind of Subordinate Clause (Noun Clause), and calls attention to the close relation which subsists between these clauses and non-dependent sentences (Recommendation X).

NOTE 3.—The term ' non-dependent ' has been preferred to ' independent ' because in the practice of the class-room ' independent ' is liable to be confused with ' in dependent.'

XII.   That Adverb Clauses be classified as follows in all the five languages :—

  (1) CLAUSES OF TIME :
> *e.g.* " *When I ope my mouth,* let no dog bark."
> (*Temporalsätze, Propositions de temps*)

  (2) CLAUSES OF PLACE :
> *e.g.* " Fools rush in *where angels fear to tread.*"
> (*Lokalsätze, Propositions de lieu*)

  (3) CLAUSES OF CAUSE :
> *e.g.* " Freely we serve, *because we freely love.*"
> (*Kausalsätze, Propositions de cause*)

  (4) CLAUSES OF PURPOSE :
> *e.g.* " And wretches hang, *that jurymen may dine.*"
> (*Absichtssätze, Propositions de but*)

  (5) CLAUSES OF RESULT :
> *e.g.* " He is so weary *that he cannot speak.*"
> (*Folgesätze, Propositions de conséquence*)

  (6) CLAUSES OF CONDITION :
> *e.g.* " *If you have tears,* prepare to shed them now."
> (*Bedingungssätze, Propositions de condition*)

  (7) CLAUSES OF CONCESSION :
> *e.g.* " Murder, *though it have no tongue,* will yet speak."
> (*Konzessivsätze, Propositions de concession*)

  (8) CLAUSES OF COMPARISON :
> (*a*) Manner :
>> *e.g.* " Heaven does with us *as we with torches do.*"
> (*b*) Degree :
>> *e.g.* " It is as long *as it is broad.*"
>> " It is longer *than it is broad.*"
>> " Blood is thicker *than water.*"
> (*Komparativsätze, Propositions de comparaison*)

NOTE 1.—The Committee recommends that the terms ' protasis ' and ' apodosis ' be abandoned, and that the terms *If-clause* be used for the Clause of Condition and *Then-clause* for the Main Clause.

NOTE 2.—The Committee recommends the retention of the term *Absolute* (German *Absolut*, French *Absolu*) as applied to the constructions called Nominative Absolute, Accusative Absolute, Genitive Absolute, Ablative Absolute.

XIII.   That the following parts of speech be recognized:
Parts of *Noun, Pronoun, Adjective, Verb, Adverb, Preposition,*
Speech.   *Conjunction, Interjection.*

Noun	*Nomen*	*Nom*
Pronoun	*Pronomen*	*Pronom*
Adjective	*Adjektiv*	*Adjectif*
Verb	*Verb*	*Verbe*
Adverb	*Adverb*	*Adverbe*
Preposition	*Präposition*	*Préposition*
Conjunction	*Konjunktion*	*Conjonction*
Interjection	*Interjektion*	*Interjection*

Note 1.—The Committee is of opinion that the term 'Substantive' should not be used as the name of a part of speech.

Note 2.—The terms Article and Numeral should be used to designate not separate parts of speech but subdivisions of other parts of speech.

Article	*Artikel*	*Article*
Numeral	*Numeral*	*Nombre* and
	(Plural *Numerale*)	(as an adj.)
	or *Zahlwort*	*Numéral*

Note 3.—Interjections are not parts of speech in quite the same sense as other words are; but some interjections stand for a whole sentence (Exclamation), *e.g.* 'alas!' = 'how sorry I am!'; and some are capable of taking an Accusative, or a Genitive, or a Dative Case, *e.g.* 'ah *me*!', οἴμοι τῶν κακῶν, 'vae *victis*!'

XIV.   That the terms *Collective* and *Abstract* be retained for the practical purpose of framing certain rules of grammar,
Nouns.   *e.g.* that collective nouns may take a plural verb, and that abstract nouns in *-io* in Latin and in *-heit* or *-keit* in German are feminine; but the Committee deprecates the practice of classifying all Nouns under the heads 'Abstract,' 'Concrete'; 'Proper,' 'Common.'

XV. That the words 'my,' 'thy,' 'her,' 'its,' 'our,'
Pronouns 'your,' 'their,' and 'his' as used in "his father";
and 'mein,' 'dein,' 'sein,' 'ihr,' 'unser,' 'euer,' 'Ihr';
Adjectives. 'meus,' 'tuus,' 'suus,' 'noster,' 'vester'; 'mon,'
'ton,' 'son,' 'notre,' 'votre,' 'leur'; ἐμός, σός, ἡμέτερος,
ὑμέτερος be called *Possessive Adjectives*. So too 'mine' and
'thine' as used in poetry before a vowel.

XVI. That in their ordinary use English ' hers,' ' ours,'
' yours,' ' theirs,' and ' mine,' ' thine,' ' his,' as used in "This
is *mine*," " This is *his*," " *His* is better than *hers* ";
German ' meiner,' ' der meine,' ' der meinige,' etc. ; French
' le mien,' etc., be called *Possessive Pronouns*.

<div align="center">

Possessive   *Possessiv*   *Possessif*

</div>

XVII. That English ' this ' and ' that,' if used with a
Noun, be called *Demonstrative Adjectives*, but if used without
a Noun be called *Demonstrative Pronouns* ; and that the same
terminology be applied to the corresponding words in the
other languages.

<div align="center">

Demonstrative   *Demonstrativ*   *Démonstratif*

</div>

XVIII. That the words ' myself,' ' thyself,' ' himself,'
' herself,' ' itself,' ' ourselves,' ' yourselves,' ' yourself,' ' them-
selves,' as used in sentences like "I hate myself," " Leave
them to themselves," be called *Reflexive Pronouns* ; so too
the following words in the corresponding use—German
' mich,' ' dich,' ' sich,' etc., Latin and French ' me,' ' te,'
' se,' etc., Greek ἐμαυτόν, σεαυτόν, ἑαυτόν, etc.

<div align="center">

Reflexive   *Reflexiv*   *Réfléchi*

</div>

XIX. That the words ' ipse,' ' selbst,' ' -même,' ' myself,'
' yourself,' ' himself,' ' herself,' ' itself ' (in the sense of ' ipse '),
and αὐτός be called *Emphasizing Adjectives* or *Pronouns*.

Examples :—

Ipse dixit.—Nomentanus erat super ipsum.
I said it myself.—Here's a shilling for yourself.

<div align="center">

Emphasizing   *Emphatisch* or *Betonend*   *Emphatique*

</div>

XX. That in view of the twofold use of many verbs the terms *Transitive* and *Intransitive* be applied to uses rather than to classification, *i.e.* that it is better to speak of a verb *used transitively* or *intransitively* than to speak of a transitive or an intransitive verb.

Verbs.

| *transitively* | *transitiv* | *transitivement* |
| *intransitively* | *intransitiv* | *intransitivement* |

Examples :—

Used transitively	*Used intransitively*
He moved the rock.	The moon moves round the earth.
The birds are building their nests.	Birds build in spring.

XXI. That in English sentences containing such expressions as " He laughed at the story," it is generally advisable to treat the Verb as used intransitively, and to take the Preposition with the Noun that follows as forming an Adverb Equivalent.

NOTE.—In English it is difficult to draw a line determining at what point an Adverb or a Preposition becomes so closely attached to the Verb as to make the term ' Compound Verb ' necessary. But there are certain constructions in which, side by side with the analysis just recommended, it is necessary also to recognize that the process of composition has been nearly completed : viz. :

(1) When the Verb and the Adverb or Preposition are together used in the passive, although the Verb alone could not be so used, *e.g.* " The matter was talked about," " The distinction was whittled away."

(2) Where the meaning of the Verb + the Adverb or Preposition varies according to the closeness of the connexion between the two ; contrast, for example,

    (*a*) " He laughed at everything good " with " Did he laugh at 2 o'clock in the morning ? "

    (*b*) " The doctor was sent for " with " The boy was sent for the doctor."

XXII. That the term ' active ' be no longer used in the sense of ' transitive,' and that the term ' neuter ' be given up altogether in connexion with Verbs.

XXIII. That the term *Impersonal Verb* (or *Verb used impersonally*) be retained in its ordinary sense.

XXIV. That the term *Auxiliary Verb* be retained in its ordinary sense, and that Verbs that are not auxiliary be described as *Verbs with full meaning*.

XXV. That the terms *Strong* and *Weak*, as applied to conjugation and declension, be retained.

Examples :—

Strong	Weak
to fall	to fell
brechen	lernen
guter Wein	der gute Wein
der Mann	der Knabe

XXVI. That the words 'when,' 'where,' 'whither,'
Adverbs 'whence,' 'how,' 'why,' etc., together with the
and Con- corresponding words in other languages, when
junctions. introducing questions, whether non-dependent or
dependent, be termed *Interrogative Adverbs*.

Interrogative	*Interrogativ*	*Interrogatif*

German : *wann, wo, wohin, woher, wie, warum*, etc.
Latin : *quando, ubi, quo, unde, quam, quomodo, ut* (='how'),
  cur, etc.
French : *quand, où, d'où, comment, pourquoi*, etc.
Greek : πότε, ὁπότε : πηνίκα, ὁπηνίκα : ποῦ, ὅπου : ποῖ, ὅποι :
πόθεν, ὁπόθεν : πῶς, ὅπως.

XXVII. That no words which can be treated as Adverbs be included among Coordinating Conjunctions ; it being recognized that some Adverbs qualify the sentence as a whole and not any single word in it. [See Recommenda tion XXXI.]

Such words as the following, then, are Adverbs :—

therefore, consequently, so; daher; itaque, igitur; alors; οὖν.
yet, nevertheless; doch; tamen; néanmoins; ὅμως, μέντοι.
also, moreover; auch; etiam, quoque; aussi; καί = ' also.'

NOTE.—The German words quoted above involve as a general rule inverted order, like other Adverbs in German. There is therefore a practical convenience in calling them Adverbs rather than Conjunctions.

XXVIII.   That the words 'and,' 'nor,' 'or,' 'but,' and in modern English 'for,' together with the corresponding words in other languages, be termed *Coordinating Conjunctions.*

German : *und ; noch ; oder ; aber, allein, sondern; denn.*
Latin : *et, atque, ac, -que ; neque ; aut, vel, -ve ; sed, at, autem, verum, vero ; nam, namque, enim.*
French : *et ; ni ; ou ; mais ; car.*
Greek : καί, τε; οὐδέ, μηδέ; ἤ; ἀλλά, δέ; γάρ.

Coordinating   *Beiordnend*   *Coordonnant*

NOTE.—In an earlier use, some instances of which are found in Shakespeare, the English ' for ' was a Subordinating Conjunction (= ' because ') : *e.g.* " They are not ever jealous for the cause, but jealous *for they are jealous* " (*Othello,* III. iv. 160).

XXIX.   That the same term (*Coordinating Conjunction*) be applied to the words ' both ' (followed by ' and '), ' neither ' (followed by ' nor '), and ' either ' (followed by ' or ').

German : *sowohl* (followed by *als*), *weder* (followed by *noch*); *entweder* (followed by *oder*).

Latin : *et* (followed by *et*), *que* (followed by *que*); *neque* (followed by *neque*) ; *aut* (followed by *aut*), *vel* (followed by *vel*).

French : *et* (followed by *et*) ; *ni* (followed by *ni*) ; *ou* (followed by *ou*).

Greek : τε (followed by καί or τε), καί (followed by καί); οὔτε (followed by οὔτε), μήτε (followed by μήτε); ἤ (followed by ἤ); μέν (followed by δέ).

XXX. That on syntactical grounds (*e.g.* the rules for the order of words in German) it is desirable to give the same name in all the languages considered to such words as the German *wenn* and *dass*, introducing Adverb Clauses or Noun Clauses ; and that the name for all such words be *Subordinating Conjunction*, though it is desirable to recognize that the origin of many of these words in case constructions or other adverbial expressions can still be clearly traced.

| *Subordinating* | *Unterordnend* | *Subordonnant* |

The following are some of the more important of these words :—

(1) introducing Adverb Clauses of Time :
  when ; wenn, als ; cum ; quand, lorsque ; ὅτε, ἐπεί.
  while ; während ; dum ; pendant que ; ἕως, ἐν ᾧ.
  before ; ehe, bevor ; ante (prius) quam ; avant que ; πρίν.

(2) introducing Adverb Clauses of Place :
  where ; wo ; ubi ; où ; οὖ, ἔνθα.

(3) introducing Adverb Clauses of Cause :
  because ; weil ; quia, quod, cum ; parce que ; ὅτι, διότι.

(4) introducing Adverb Clauses of Purpose :
  that, in order that ; damit ; ut ; afin que ; ἵνα, ὅπως.

(5) introducing Adverb Clauses of Result :
  that ; dass ; ut ; que (after si, etc.) ; ὥστε.

(6) introducing Adverb Clauses of Condition :
  if ; wenn, falls ; si ; si, en cas que, au cas où ; εἰ.

(7) introducing Adverb Clauses of Concession :
  though ; obgleich, obwohl ; etsi, quamquam, quamvis, cum, ut ; quoique ; εἰ καί, καὶ εἰ.

(8) introducing Adverb Clauses of Comparison :
  as ; wie ; ut, sicut, quam ; comme, que ; ὡς.
  than ; als ; quam ; que ; ἤ.

(9) introducing Noun Clauses :
  that ; dass ; quod, ut ; que ; ὅτι.

XXXI. That the term *Connective* be used to comprise all words, whether Pronouns, Adjectives, Adverbs, or Conjunctions, which serve to connect clauses or sentences. [Recommendations XXVII, XXVIII, XXIX, XXX, XXXII.]

NOTE.—The term *Link* may be used as a short substitute for ' Connective.'

XXXII.   That the term *Relative* be retained in its ordinary use, as the specific name for certain connective Pronouns (*e.g.* Lat. *qui, quae,quod*) and Adjectives (*e.g.* Lat.*qualis,quantus*), and as indicating the origin of many Conjunctions, and both the origin and the actual use of words like Engl. *when, where*, Lat. *cum, ubi*, Fr. *où, que*, when they introduce an Adjective Clause with a Noun as antecedent, *e.g.* " the season *when* the roses bloom," " the house *where* he was born."

XXXIII.   That groups of words like ' in order that,' ' in case,' be described as *Compound Conjunctions*, and groups like ' because of,' ' as to,' as *Compound Prepositions*.

Gender.   XXXIV.   That in English Grammar the distinction of Gender be not emphasized.

NOTE.—The objection to distinctions of gender in English is that they are (1) unnecessary and (2) misleading.   To call ' father ' masculine, ' mother ' feminine, ' table ' neuter leads to nothing in English grammar ; for, as there are no inflexions of gender in adjectives in modern English, there is no agreement of the adjective with its noun in gender ; and further, to use the term ' masculine ' as denoting male, ' feminine ' as denoting female, and ' neuter' as denoting neither male nor female is to adopt a false definition of the term ' gender.'   In German, Latin, French, and Greek there is only a partial identity between ' masculine ' and ' male,' ' feminine ' and ' female,' ' neuter ' and ' neither male nor female ' ; nor is it true that the distinctions of gender in these languages are ultimately based upon distinctions of sex.   For the results of modern research on this question see Brugmann, *Grundriss der vergleichenden Grammatik*, 2nd edition, Vol. II, part 1, pp. 82–103, and the discussion of the question (in a review of the abridged edition of this book) by R. S. Conway, *Classical Review*, Vol. XVIII (1904), p. 412.   See

also the brief statements relating to English nouns and pronouns in H. Sweet's *Primer of Historical English Grammar* (1902), § 231, and the *English Accidence* in the Parallel Grammar Series, by J. Hall and E. A. Sonnenschein (1889), § 49, § 74.

XXXV. That the terms 'Objective,' 'Possessive' and 'Nominative of Address' as names of Cases in **Cases.** English be discarded, and that so far as possible the Latin names of the Cases be used.

Thus :—

Instead of 'Subjective' the term *Nominative* should be used ;
,, ,, 'Nominative of Address' the term *Vocative* should be used ;
,, ,, 'Objective' the two terms *Accusative* and *Dative* should be used ;
,, ,, 'Possessive' the term *Genitive* should be used.

Examples :—

I am ; thou art ; he is ; etc. (Nominative)

Where art thou, beam of light ? ⎫
Good day, Sir.   ⎬ (Vocative)

Nobody saw me.   ⎫
Who saw him die ?   ⎬ (Accusative)

I saw Mark Antony offer him a crown. (Dative)

Caesar's trophies.   ⎫
Caesar's images.   ⎪
Caesar's murderers.   ⎬ (Genitive)
A stone's throw.   ⎪
Tempe's classic vale. ⎭

NOTE.—The term *Case* is necessary even for English Grammar by itself, in view of the surviving inflexions, especially in Pronouns, and also because it is desirable for the learner to recognize the likeness of English, so far as it extends, to more highly inflected languages.

From this point of view the following statement may be made in regard to the Cases in English :—

English, like German, has five Cases, viz. Nominative, Vocative, Accusative, Genitive, and Dative. In modern

English many of the distinctions of form which originally existed have fallen away, but the differences of meaning are of great importance, as may be seen, for instance, in the double use of ' him ' : *e.g.* " I brought *him* here " (Accusative) ; " I brought *him* a present " (Dative).   Moreover the distinction between the Accusative and the Dative of Nouns in sentences which have both Cases is marked by their order in the sentence (Dative before Accusative) : *e.g.* " I gave my son a present " ; " It saved my father much trouble." See H. Sweet, *New English Grammar*, Part II, §§ 1823, 1990 ; C. T. Onions, *Advanced English Syntax*, § 103.

On the importance of order of words as one of the means employed by languages to mark distinctions of Case, see Wundt, *Die Sprache* (Vol. I. 2 of his *Völkerpsychologie*, ed. 1900, pp. 73–85). The distinction between the Nominative and the Accusative, for example, is marked (if at all) only by the order of words in several classes of Nouns and Pronouns even in highly inflected languages : *e.g.* Neuters, in the singular and the plural, in German, Latin, and Greek ; Feminines, in the singular and the plural, in German ; Masculines plural and many Masculines singular in German ; all duals in Greek.

XXXVI.   That the names of Cases adopted by Recommendation XXXV be used also in German and, so far as case names are found to be needful, in French also.

Case	Kasus	Cas
Nominative	*Nominativ*	*Nominatif*
Vocative	*Vocativ*	*Vocatif*
Accusative	*Akkusativ*	*Accusatif*
Genitive	*Genitiv*	*Génitif*
Dative	*Dativ*	*Datif*

Examples :—

Nom.   Je l'ai dit.—Ich habe es gesagt.
Voc.   Vous avez tort, mon ami.—Sieh, Herr, den Ring.
Acc.   Il me vit.—Er sah mich.
Gen.   J'en ai quatre.—La maison dont j'ai la clef.—Der Schlüssel des Hauses.
Dat.   Il me dit cela.—Er sagte es mir.

Note.—The traditional names of the Cases seem to the Committee preferable to new terms such as ' Werfall ' (for Nominative), ' Wenfall ' (for Accusative), ' Wesfall ' or

' Wessenfall ' (for Genitive), ' Wemfall ' (for Dative), which are used by some teachers and writers of grammars in Germany.

XXXVII. That in English and French the combination of a Preposition with a Noun or Pronoun may be called a *Case-phrase* ; and that if the case of the Noun or Pronoun depending on the Preposition be named, it be called the Accusative.

Examples :—

He came to London. He travelled with me.
Nous sommes allés au théâtre. Je suis revenu avec lui.

NOTE.—In French the latter part of this recommendation can be justified not only by obvious convenience but also historically, since in Vulgar Latin, both on inscriptions and in late writers, we find the Accusative replacing the Ablative after Prepositions (*Saturninus cum suos discentes*, at Pompeii even, *i.e.* before A.D. 79, see Meyer-Lübke, *Grammaire Comparée des Langues Romanes*, II. p. 29) ; and similarly in Byzantine Greek (from A.D. 600) and in vernacular modern Greek all Prepositions take the Accusative as their ordinary construction.

XXXVIII. That in Latin the names used for the Cases be as follows : *Nominative, Vocative, Accusative, Genitive, Dative, Ablative* ; and that the term *Locative* be used to describe forms like ' humi,' ' ruri,' ' Romae.'

NOTE.—The retention of the traditional names of the Cases in Greek and Latin to denote the particular categories of form is not inconsistent with the treatment of Cases like the Greek Genitive and the Latin Ablative as ' syncretic ' Cases —the Greek Genitive having absorbed the functions of the original Ablative, the Latin Ablative those of the original Instrumental and Sociative (which were identical in form) and largely also those of the Locative.

Examples :—

'Ο θάνατος ἐλευθεροῖ τὴν ψυχὴν τοῦ σώματος.   (Genitive for original
  Ablative)
Ναῦν εἷλον, αὐτοῖς ἀνδράσιν.   (Dative for original Sociative)
Securi percussus est.   (Ablative for original Instrumental)
Eo anno interfectus est.   (Ablative for original Locative)

XXXIX.   That the order of the Cases (where found) be
as follows :—

> Nominative
> Vocative
> Accusative
> Genitive
> Dative
> Ablative

Tenses of the Indicative.   XL.   That the following scheme of names of
Tenses of the Indicative be adopted.

In this scheme account is taken not only of the relations
of the tenses in the five languages to one another, but also of
the needs of each language as taught separately.   The verb
'write' is taken as an example (3rd person singular).

ENGLISH.

writes	Present	*has written*	Present Perfect
will write	Future	*will have written*	Future Perfect
wrote	Past	*had written*	Past Perfect
would write	Future in the past	*would have written*	Future Perfect in the past

with special Continuous Forms of each (*is writing, will be
writing, was writing, would be writing, has been writing*, etc.),
which mark the action as *going on*, and Compound Forms of
the Present (*does write*) and Past (*did write*), used in negative
and interrogative sentences and to express emphasis.

Verbs like 'be,' 'love,' 'know,' which denote a state as
distinct from an act, have as a rule no special Continuous
Forms.

The tense called Past has a double use, (1) as a Past Historic,
e.g. " On his arrival he wrote to me " ; (2) as a Past Con-
tinuous, marking the action as either *going on* or *habitual* in

the past, *e.g.* " He wrote while I read," " The poor soul sat sighing," " England loved Queen Victoria," " Milton wrote both Latin and English verse."

The Future in the past and the Future Perfect in the past are seen in examples like " I thought that he would write," " I thought that he would have written before this," " A few days were to bring on the fatal fight of Edgehill, when the slain would be counted by thousands." [For the usage in Main Clauses of Conditional Sentences see Recommendation XLIII.]

GERMAN.

As English, except that German has no special Continuous Forms and no Future in the past or Future Perfect in the past of the Indicative Mood.

schreibt	Present	*hat geschrieben*	Perfect
wird schreiben	Future	*wird geschrieben haben*	Future Perfect
schrieb	Past	*hatte geschrieben*	Past Perfect

The German Past has the same double use as the English Past : (1) as a Past Historic, *e.g.* " Als er ankam, schrieb er an mich "; (2) as a Past Continuous, marking the action as either *going on* or *habitual* in the past, *e.g.* " Das Wasser rauscht', das Wasser schwoll, ein Fischer sass daran "; " Goethe schrieb Balladen."

The German tense that corresponds to the English Present Perfect is used (1) as a Present Perfect, *e.g.* " Er hat schon an mich geschrieben," " Ich habe gelebt und geliebet "; (2) colloquially as a Past Historic, *e.g.* " Nach seiner Ankunft hat er an mich geschrieben." Hence this tense is called simply ' Perfect,' in order to distinguish it from the English ' Present Perfect.'

The forms *würde schreiben, würde geschrieben haben* have the same functions as the Future in the past and the Future Perfect in the past of English and French, but they belong to the Subjunctive Mood (see Recommendation XLIII, Note 3).

Present	*Präsens*	*Perfect*	*Perfekt*
Future	*Futur*	*Future Perfect*	*Futur-Perfekt* (for *Futurum Exactum*)
Past	*Präteritum* (if the shortened form *Präterit* is unacceptable)	*Past Perfect*	*Präterit-Perfekt* (or, if this is un- acceptable, *Plusquam perfekt*)

FRENCH.

As English, except that French has no special Continuous Forms and that the two meanings of the English Past are represented in French by two distinct tenses (the Past Historic and the Past Continuous or Imperfect). French has also two forms of the Past Perfect. The French tense that corresponds to the English Present Perfect is called simply ' Perfect,' because it is used (like the German Perfect) not only as a Present Perfect, *e.g.* " Il m'a déjà écrit," but also as a Past Historic, *e.g.* " Après son arrivée il m'a écrit."

écrit	Present	*a écrit*	Perfect
écrira	Future	*aura écrit*	Future Perfect
écrivait	Past Continuous[1] or Imperfect	*avait écrit*	Past Perfect
écrivit	Past Historic	*eut écrit*	2nd Past Perfect
écrirait	Future in the past	*aurait écrit*	Future Perfect in the past

Present	*Présent*	Perfect	*Parfait*
Future	*Futur*	Future Perfect	*Futur Parfait*
Past Continuous or *Imperfect*	*Passé Continu*[1] ou *Imparfait*	Past Perfect	*Passé Parfait*
Past Historic	*Passé Historique*	2nd Past Perfect	Second *Passé Parfait*
Future in the past	*Futur dans le passé*	Future Perfect in the past	*Futur Parfait dans le passé*

The names ' Passé Défini ' (for *écrivit*) and ' Passé Indéfini ' (for *a écrit*) have been given up by the French Ministry (*Nomenclature Grammaticale*, p. 3). And Prof. Brunot writes as follows : " Tant que *je chantai* et *j'ai chanté* s'appelaient l'un *passé défini*, l'autre *passé indéfini*, ni maîtres ni enfants n'avaient grande chance de comprendre, car ces mots sont si obscurs que les grammairiens du XVIIIᵉ, et même du XVIIᵉ siècle, en faisaient souvent un usage absolument contraire à celui qui a été adopté depuis " (*L'Enseignement de la Langue Française*, Paris, 1909, p. 15).

The name *Futur dans le passé* is adopted by Prof. Brunot in *L'Enseignement*, etc. (p. 110). That the Future in the past is a tense of the Indicative Mood is proved by its history. It is in origin a compound of the Infinitive with the Past Continuous or Imperfect of the verb *avoir* : *écrirait*

---

[1] The term ' continuous ' (in ' Past Continuous ') is to be understood as covering both the durative and the habitual meanings of the tense.

= *écrire* + *avait* (Latin *scribere habebat*, lit. " he had to write "), just as the Future Indicative *écrira* is a compound of *écrire* + *a* (Latin *scribere habet*).

LATIN.

As French, except that Latin has no separate form with the meaning of the French Past Historic, the Latin ' Perfect ' being used (like the French and the German Perfect) both as a Present Perfect, *e.g.* " Scripsi ut rescribas," and as a Past Historic, *e.g.* " Scripsi ut rescriberes," " Postero die ad me scripsit."

Latin has also no Future or Future Perfect in the past of the Indicative Mood, the past prospective meaning being expressed partly by the Future Infinitive, partly by tenses of the Subjunctive Mood.

scribit	Present	*scripsit*	Perfect(= 1. Present Perfect; 2. Past Historic)
scribet	Future	*scripserit*	Future Perfect
scribebat	Past Continuous[1] or Imperfect	*scripserat*	Past Perfect

GREEK.

Here the two meanings of the English ' Past ' are expressed by distinct forms, as in French, the Greek Past Historic being called the Aorist. It seems desirable on several grounds to ⸜tain the traditional name for this Greek tense ; for the Greek Aorist often corresponds in meaning to an English Present Perfect, *i.e.* is wider in use than the tense called Past Historic in French ; and the name is convenient in describing the forms other than those of the Indicative which come from the same stem.

γράφει	Present	γέγραφε(ν)	Present Perfect
γράψει	Future	γεγράψεται	Future Perfect (Pass.)
ἔγραφε(ν)	Past Continuous[1] or Imperfect	ἐγεγράφει(ν)	Past Perfect
ἔγραψε(ν)	Aorist		

[1] See note on page 30.

The following table shows the chief correspondences of the tenses of the Indicative in the four foreign languages to the tenses of English[1]:—

ENGLISH	GERMAN	LATIN	FRENCH	GREEK
writes / is writing	schreibt	scribit	écrit	γράφει
will write / will be writing	wird schreiben	scribet	écrira	γράψει
wrote / was writing	schrieb	scribebat scripsit / scribebat	écrivait écrivit / écrivait	ἔγραφε(ν) ἔγραψε(ν) / ἔγραφε(ν)
would write / would be writing	——	——	écrirait	——
has written / has been writing	hat geschrieben	scripsit	a écrit	γέγραφε(ν)
will have written / will have been writing	wird geschrieben haben	scripserit	aura écrit	(Passive γεγράψεται)
had written / had been writing	hatte geschrieben	scripserat	avait (eut) écrit	ἐγεγράφει(ν)
would have written / would have been writing	——	——	aurait écrit	——

[1] In this table some differences of usage are ignored, *e.g.* the use of *hat geschrieben* and *a écrit* as Past Historic tenses (see above, pp. 29 f.), and the use of the Present tense in the four foreign languages (with an adverbial expression of time how long) = the English *has been writing*.

XLI. That a *Subjunctive Mood* be recognized in English, German, Latin, and French ; and in Greek a *Subjunctive* and an *Optative* Mood : and that their chief **tenses** be named as in the following table.

Moods.

The examples are in the 3rd person singular.

ENGLISH.

write	Present Subjunctive	*have written*	Perfect Subjunctive
wrote	Past Subjunctive	*had written*	Past Perfect Subjunctive

GERMAN.

schreibe	Present Subjunctive	*habe geschrieben*	Perfect Subjunctive
schriebe	Past Subjunctive	*hätte geschrieben*	Past Perfect Subjunctive

LATIN.

scribat	Present Subjunctive	*scripserit*	Perfect Subjunctive
scriberet	Past Subjunctive [1]	*scripsisset*	Past Perfect Subjunctive

FRENCH.

écrive	Present Subjunctive	*ait écrit*	Perfect Subjunctive
écrivît	Past Subjunctive [2]	*eût écrit*	Past Perfect Subjunctive [3]

GREEK.

γράφῃ	Present Subjunctive	γεγραφὼς ᾖ	Perfect Subjunctive
		γράψῃ	Aorist Subjunctive
γράφοι	Present Optative	γεγραφὼς εἴη	Perfect Optative
		γράψειε(ν)	Aorist Optative

[For the other tenses of Greek and German see Recommendation XLIV.]

[1] This term, besides indicating the parallelism of the Latin form to the forms in other languages, is truer of Latin taken by itself than the term 'Imperfect (or Past Imperfect) Subjunctive'; for the action denoted by this tense is not necessarily incomplete or continuous : *e.g. Quid scriberet ?* 'what was he to write ?'; *Imperavi ut scriberet,* 'I commanded that he should write.' Nor are the forms n *-rem, -res, -ret* derived from the Continuous or Imperfect forms of the Indicative in *-bam, -bas, -bat.*

[2] This French Subjunctive (*écrivît*) corresponds in use both to the Past Continuous or Imperfect and to the Past Historic of the Indicative Mood.

[3] This French Subjunctive (*eût écrit*) corresponds in use to both of the Past Perfect forms of the Indicative (*avait écrit* as well as *eut écrit*).

XLII.   That it be recognized that the above-mentioned Subjunctives and Optatives differ in respect of their temporal signification from the tenses of the Indicative to which they correspond in name.

Subjunctives and Optatives, as used in expressions of Will, Anticipation, Purpose and Wish, involve as part of their meaning a reference to future time,[1] the Present Subjunctives commonly referring to what is in prospect at the time of speaking (what *is to be*), and the Past Subjunctives to what was in prospect at some time in the past which the speaker has in mind (what *was to be*) ; and the Greek Optatives referring in some usages to what *is to be*, and in others to what *was to be*.   The Perfect, Past Perfect and Aorist of these moods differ in general from their other tenses in describing a *completed* action as in prospect (now or then), though in some usages no sense of completion is conveyed.

Examples :—

God save the King !
The Committee recommends that this kind of clause bear (= shall bear) the name ' Noun Clause.'
It is requested that answers be written concisely.
He said that he would do it if he were asked (= ' should be asked ').
Man bestraft (bestrafte) ihn, damit er sich bessere.
Er wollte nicht warten, bis ich käme (= ' should come ').
Quid faciam ?—Quid faceret ?
Venio ut videam.—Venit ut videret.
Metuo ne absim.—Metuebat ne abesset.
Attendez que je vienne.—Je suis resté jusqu'à ce qu'il partît (= ' should have gone ').
Λέγωμεν (Εἴπωμεν).—Λέγοι (Εἴποι).
Τοῦτο ποιῶ ἵνα συνεργοὺς ἔχω.—Τοῦτο ἐποίησα ἵνα συνεργοὺς ἔχοιμι.

[1] In some uses, however, the reference to the future has disappeared, so that the modal tense form has come to refer to the same time as the corresponding tense of the Indicative : *e.g.* in some Dependent Questions and some Consecutive Clauses of Latin (relating to a matter of fact), such as " Quid *sit* nescio," " Tantopere exarserunt iudices ut reum *condemnaverint.*"

In German the distinction between the primary and the secondary tenses of the Subjunctive has to a large extent fallen into disuse (since the sixteenth century), so that modern German cannot be said to have a rule of Sequence of Tenses.

Completed Action.

> Non prius duces ex concilio dimittunt quam ab his sit concessum ut arma capiant. (So even in clauses of purpose, occasionally : *e.g.* Ne dederit gratis quae dedit, usque dabit.)
>
> Antequam de adventu meo audire potuissent ('should have been able '), in Macedoniam perrexi.
>
> Περιμένετε ἕως ἂν ἀνοιχθῇ τὸ δεσμωτήριον.
>
> Περιεμένομεν ἕως ἀνοιχθείη τὸ δεσμωτήριον.
>
> Μηδενὶ τῶν Ἑλλήνων βοηθεῖτε ὃς ἂν μὴ πρότερος βεβοηθηκὼς ὑμῖν ᾖ.
>
> Οὐδενὶ βοηθεῖν ἐβούλεσθε, ὃς μὴ πρότερος βεβοηθηκὼς ὑμῖν εἴη.

NOTE.—In some usages (especially in clauses of condition) the Past Subjunctive has come to express not futurity from a past point of view but *remoteness of expectation* at the time of speaking.[1]

Examples :—

If he came, I should be glad. (Contrast ' If he comes (come), I shall be glad.')

Wenn er doch endlich eine Wohnung fände, die ihm gefiele !

L'entreprise dût-elle échouer, il sera toujours beau de l'avoir tentée.

XLIII. That *Equivalents of Subjunctive forms* or *Subjunctive Equivalents* be recognized in English ; especially forms compounded with ' may,' ' might,' ' shall,' ' should ' in Subordinate Clauses, and forms compounded with ' should ' (1st person) and ' would ' (2nd and 3rd person) in Main Clauses.

Examples :—

I am writing in order that he **may write** in return. (Equiv. of Present Subj.)

I wrote in order that he **might write**. (Equiv. of Past Subj.)

The agreement requires that he **shall write**. (Equiv. of Present Subj., which would also be good English)

The agreement required that he **should write**. (Equiv. of Past Subj.)

I feared lest he **should write**. (Equiv. of Past Subj.)

If he asked me, I **should write**. } (Equiv. of Past Subj. in
If I asked him, he **would write**. } Main Clause)[2]

---

[1] The same idea of remoteness is expressed in French by a past tense of the Indicative, *e.g.* S'il *venait* (' if he came '), je serais heureux.

[2] Cf. ' It *were* well ' = ' It would be well ' ; " To lose thee *were* to lose myself."

NOTE 1.—All these forms, being compounds of verbs which have such meanings as permission or possibility, obligation, willingness or intention, naturally relate to some act which lies in the future from the standpoint of the speaker or from some other point of time which he has in mind.

NOTE 2.—Of the above-mentioned Subjunctive Equivalents the forms ' I should (you would, he would) write ' and ' I should (you would, he would) have written ' as used in Main Clauses of Conditional sentences may also be described by the names *Future in the past* and *Future Perfect in the past* respectively, their mood being not specified. These forms, whatever their mood may be, are clearly the past forms of ' I shall (you will, he will) write' or '. . . have written,' corresponding in this respect to the Past Subjunctive which is used in the Subordinate Clause of the same kind of Conditional sentence ('if he asked me '), and to the Past Imperfect Indicative in the corresponding clause in French (' s'il *demandait* ').

If it be asked how a Future in the past has come to be used to express, as it does in these cases, merely a remote possibility as to what may happen in the future regarded from the present standpoint, the answer is that to state now that something yesterday seemed likely, without adding that the same thing still seems likely, inevitably suggests that the likelihood has diminished, *i.e.* that the thing will happen *only under certain circumstances* :   cf. ' Is he coming ? '   ' Well, he *was* coming.'   ' I *should* do it ' properly means ' I was under an obligation to do it (but I don't say that I am still under the obligation).'   The same shift of meaning is seen very clearly in Latin, where *facturus eram* is a frequent substitute for *facerem* or *fecissem* in the Main Clause of a Conditional sentence, *e.g. facturus eram, si liceret* or *licuisset*. An expression which originally denoted remoteness in time has here come to be used to denote remoteness of likelihood or expectation, *i.e.* to express the idea of *conditioned futurity*.

NOTE 3.—The German forms ' würde schreiben,' ' würde geschrieben haben ' may on the same principle be called simply

Future in the past and *Future Perfect in the past* respectively ; for although they are clearly compounded with a Subjunctive auxiliary (*würde*, Subjunctive of the Past of *werden*) and therefore belong to the Subjunctive Mood, yet there are no compound Indicative tenses in modern German of which they can be called the Subjunctives, and therefore none from which they need to be discriminated.[1]

XLIV. That in German and Greek there be recognized, in addition to the modal tenses enumerated above (Recommendation XLI), two others, which are used mainly in Reported Speech :—

er werde schreiben	Future Subjunctive
er werde geschrieben haben	Future Perfect Subjunctive
γράψοι	Future Optative
γεγράψοιτο	Future Perfect Optative (Passive)

Examples :—

Er sagt (sagte), er werde kommen.
Er sagt (sagte), er werde gekommen sein.
Εἶπεν ὅτι γράψοι (μεμνήσοιτο).

XLV   That the term *Gerund* be used to denote the
Verb-   English Verb-noun in -*ing* and the French Verb-
nouns   noun in -*ant*, as well as the Latin Verb-noun in
and
Verb-   -*ndum*, -*ndi*, -*ndo* ; and that the term *Supine* be
adjectives. retained in Latin.

XLVI. That the Verb-nouns and Verb-adjectives formed from the several tense stems of the Verb be named as indicated in the following table :—

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[1] In Old German (to the time of Luther) a corresponding Indicative existed—*er wurde schreiben*, which was equivalent in meaning to *er schrieb*. (See Sütterlin, *Die deutsche Sprache der Gegenwart*, § 273 ; Moser, *Historisch-grammatische Einführung in die frühhochdeutschen Schriftdialekte*, p. 226 ; Paul, *Deutsches Wörterbuch*, under ' Werden.') The turning of the auxiliary into a Subjunctive gave to the compound tense the meaning of futurity.

I. VERB-NOUNS

1. INFINITIVES.

	English	German	Latin	French	Greek
(a) ACTIVE					
Present	(to) write	schreiben	scribere	écrire	γράφειν
Perfect	(to) have written	geschrieben haben	scripsisse	avoir écrit	γεγραφέναι / Aor. γράψαι
Future			scripturus esse		γράψειν
(b) PASSIVE					
Present	(to) be written	geschrieben werden	scribi	être écrit	γράφεσθαι
Perfect	(to) have been written	geschrieben worden sein	scriptus esse	avoir été écrit	γεγράφθαι / Aor. γραφῆναι
Future			scriptum iri		γραφήσεσθαι

2. GERUNDS.

	English	German	Latin	French	Greek
(a) ACTIVE					
Present	writing			(en) écrivant	
Perfect	having written		scribendum	(en) ayant écrit	
(b) PASSIVE					
Present	being written				
Perfect	having been written				

3. SUPINES.

	English	German	Latin	French	Greek
			scriptum, -u		

II. VERB-ADJECTIVES

1. PARTICIPLES.

	English	German	Latin	French	Greek
(a) ACTIVE					
Present	{ writing, going }	{ schreibend, gehend }	{ scribens, iens }	{ écrivant, allant }	{ γράφων, ἰών }
Perfect	{ having written, having gone }				γεγραφώς / Aor. γράψας
Past	gone	gegangen		allé	γράψαν
Future			{ scripturus, iturus }		

NOTE.—The term 'Past Participle Active' is only wanted in the case of verbs used intransitively (e.g. 'go').

	English	German	Latin	French	Greek
(b) PASSIVE					
Present	being written			étant écrit	γραφόμενος
Perfect	having been written	geschrieben	scriptus	ayant été écrit	γεγραμμένος / Aor. γραφείς
Past	written			écrit	
Future					γραφησόμενος

2. GERUND-ADJECTIVES.

	English	German	Latin	French	Greek
		zu schreibend	scribendus		

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[1] With reservations as to Recommendations II and XXI.

[2] But dissenting from the Recommendation as to Dependent Exclamations. "The point is not, however, very important, and there is some real difficulty about the class of sentences so named." (H. B.)

[3] With reserve as to Recommendation XXXVI. "Cases in French should be limited to Pronouns and the Article (in which actual changes of form occur), in accordance with the scheme of terminology adopted by the French Ministry." (C. B.)

[4] With reserve as to the terms Noun Clause, Adjective Clause, and Adverb Clause, wherever they occur, and as to Note 1 to Recommendation XII ; and with dissent from any reservation in the latter part of Recommendation XXXVI. "To admit cases in Pronouns but deny them in Nouns would be to add another to the grave confusions of current grammars." (R. S. C.)

[5] With reserve as to Recommendations XXXVI, XXXVII, and the French portion of XI. "It seems to me unwise in the subjects treated in these sections to depart from or add to the terminology of the *Nomenclature Grammaticale.*" (L. von G.)
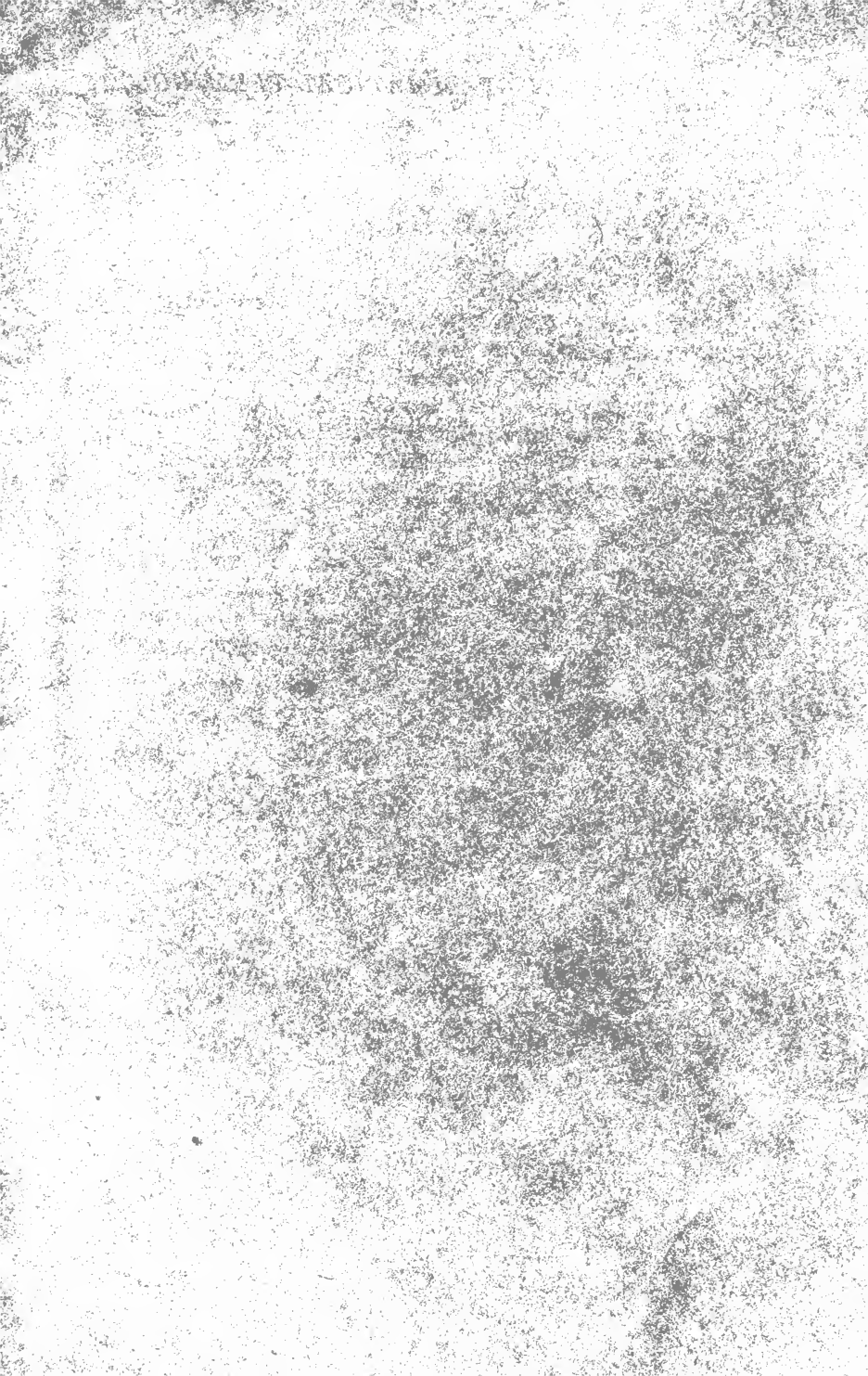
[6] With reservations.

[7] With reservations, particularly as regards Recommendation XXI.

ADDENDUM.

WE, the undersigned minority of the Terminology Committee, regret that the Committee has decided to make no recommendation as to the nomenclature of French pronouns such as *me* and *moi*. Our views are fully stated in an Addendum to the Interim Report issued in 1909 and reprinted in the *Proceedings of the Classical Association*, Vol. VII. (1910), pp. 137–140, and to these views we adhere.

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